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ABSTRACT

Focusing on the period from 1980 to 1982, this public information booklet reviews the accomplishments and innovative programs of Triton College. After an introduction by the college president summarizing these achievements, subsequent sections focus on: (1) training partnerships with business and industry, including cooperative agreements with the Society of Die Casting Engineers, General Motors, and the Employee Development Institute; (2) new programs in the areas of high technology (e.g., laser technology and computer-assisted design), general education, computer literacy, and television production; (3) diversification of delivery systems to include short-term courses, on-site contractual programs, cooperative education, media courses, extension courses, the "Midnight College," and variable entry/exit dates; (4) services to special markets, including the Hispanic community, adult students, honors and developmental students, nursing and allied health students, and individuals interested in leisure and recreation programs; (5) streamlined operations in the areas of admissions and registration, public information, food service and staff development; (6) college finances; and (7) plans for the future with respect to demographic trends, changes in revenue sources, technological advancements, and further partnerships with business and industry. Finally, a statistical profile of the college is presented in terms of enrollments, credit hour production by course area, and degrees granted. (KL)

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TRITON COLLEGE

1980-1982

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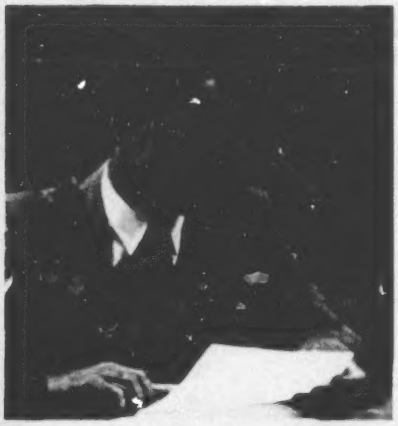
The President's Message

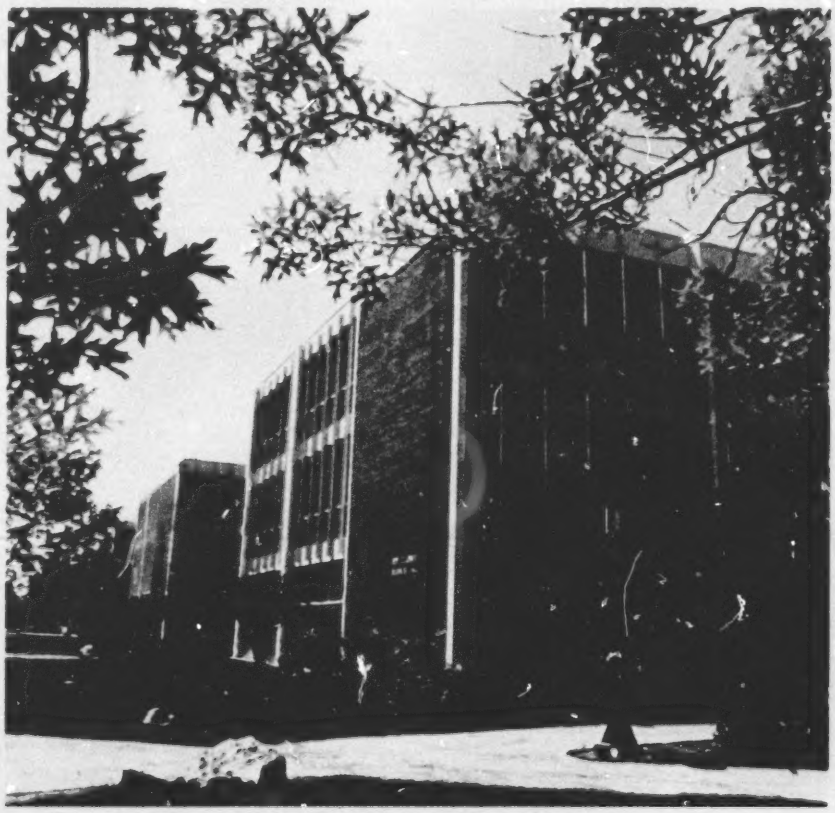


The accomplishments of Triton College from 1980 to 1982 demonstrate major progress toward our goal of providing contemporary, high quality education across a broad spectrum of fields. New programs were added and others were strengthened in each of the College's primary operational areas: baccalaureate preparation, career training and continuing education. The quality and comprehensiveness of the College's programs were solidly confirmed when Triton received the highest possible accreditation, ten years, from its principal evaluating agency, the North Central Association of Colleges and Schools. In other assessments, the Illinois Department of Vocational Education rated Triton an exemplary model of effective and efficient career education, and a general civil rights review resulted in the College receiving a perfect score—one of just four institutions of the more than forty evaluated to achieve such a rating.

Strong Enrollment

The scope and quality of Triton's programs continued to attract record numbers of students. Enrollment in the fall semester climbed steadily, from 22,562 in 1979 to 26,388 in 1981. Total annual credit hour production soared to 285,369. The most substantial increase in growth rate occurred in the summer session, where enrollment reached 10,126 in 1982 from 6,886 in 1980, a jump of 47.1 percent. This growth was achieved because of a significant change in scheduling format, providing students with much more flexibility in planning their summer activities. In addition, the College marketed the revised format very effectively, with more than 96 percent of the enrolled students indicating that they were "very aware" of all the options available to them.

The number of graduates also continued to increase, rising to 1,392 for the 1980-1981 academic year. A milestone was passed in



1982 with the graduation of Triton's 1,500th registered nurse.

Balanced Budget

The College again achieved balanced budgets in fiscal years 1981 and 1982, this despite substantial economic pressures from a variety of sources. Revenue per credit hour from the State of Illinois continued to decline. A precipitous reduction of total state support required an increase in tuition from $16.00 to $20.00 per semester hour for the summer of 1982. Although a full-time student can attend Triton for $600.00 a year, a bargain in higher education, the College remains deeply concerned about the effects of higher costs on low income students.

Other fiscal constraints were imposed by the College's local tax base, which has virtually no room for expansion, and by the costs of operation, which continue to rise faster than most revenue sources. Nonetheless, we have been able to maintain a balanced budget by aggressively pursuing new opportunities and simultaneously exercising extensive cost controls throughout the College. We are convinced that, as these efforts continue, Triton will maintain its fiscal stability in future years.

President Brent Knight (left) and Board Chairman Pat Naples.

Landmark Agreements with Business and Industry

The most striking examples of new initiatives came in the form of cooperative relationships with business and industrial concerns. Following an agreement between Triton College and the Society of Die Casting Engineers, the national training headquarters for the die cast industry was constructed on the Triton campus. Beginning in 1982, die cast engineers from throughout the United States will receive training and skill upgrading at Triton, using nearly $1 million worth of contemporary equipment provided by the die cast industry. This unprecedented relationship with an entire industry will allow us to offer top quality instruction in an important field without a prohibitive cost to the College.

Discussions with several other industrial trade associations and business organizations are under way. Such talks are aimed at establishing relationships similar to the one achieved with the die cast engineers, thus furthering development of the "Avenue of Societies" on the Triton campus. This project has the potential for strengthening the historically strong ties between industry and Triton, while ensuring that the College will continue to play an important role in regional economic development.

Board Secretary Sam Reda (left) and Vice Chairman Pat Pavini.

The College was designated by the General Motors Corporation as one of six GM apprenticeship training sites in the United States. This is an important relationship for the College, enabling us to maintain the Triton automotive program as one of the finest in the country. The first class of GM auto mechanics at Triton will graduate in June 1983.

Other Major Accomplishments

The opening of the Robert M. Collins Center in the spring of 1981 marked the completion of the campus master plan for construction. The 105,138-square-foot, mutifunctional facility includes a 450-seat theatre, gymnasium, running track, fitness center, instructional data processing complex and a center for older adults. With a total of 800,000 square feet of facilities, Triton is able to offer educational programs and services to an extent unmatched by most other institutions of its kind.

Important construction was also completed off-campus during the 1980-1982 period. In an effort to respond to the changing demographics in a major section of the district, we established "Nuevos Horizontes," an educational center serving the growing Hispanic population in our local communities. Another exciting off-campus project culminated in the opening of a kiosk in the North Riverside Park shopping mall. This award-winning kiosk makes the registration process more convenient for many students, while providing information about the College to mall shoppers.

Trustees Geoffrey Obrzut and Jane Garoppolo.

Trustees Robert M. Collins and Katie Newsham.

In testimony to the level of service provided by the College, the past year saw Triton make significant improvement in its market share in two important areas. The Fall 1981 enrollment was 7.14 percent of the district population, nearly double the state average for community colleges. During the same term, Triton enrolled 39.5 percent of the 1981 college-bound high school graduates in the district.

All of these accomplishments would have been impossible without the strong commitment to excellence demonstrated time after time by the Triton Board of Trustees. Their support, coupled with the efforts of Triton administrators, faculty, staff and community members, give us confidence that we will be able to meet the challenges of the future with continued success.

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There is no doubt that community colleges have come of age and that Triton is now firmly established as a national leader among such colleges. The strategic planning and programmatic changes of the past few years are showing many positive results. Today, more than ever before, Triton is the choice of traditional college-age students. At the same time, growing numbers of businesses and industries are choosing "Triton for Training." Such developments are possible only for an organization that is vital, confident and courageous. We intend to maintain these organizational qualities as we move ahead, solidifying past successes and exploring new opportunities.

Brent Knight
President

Establishing New Markets: Partnerships with Business and Industry

Nearly all organizations are confronted at some time with fundamental changes in the markets that they serve. Educational institutions face this challenge no less than business, industry and government.

With a sharp decline in the traditional 18-year-old student market, Triton College has been increasingly called upon to serve the needs of new markets. In 1980-82, the College entered into a number of training partnerships with business and industry. The focus of these partnerships was to work with individuals already employed, providing them with education and skill training on an on-going basis.

Die Cast Engineering

Triton's cooperative arrangements with business and industry take on several different forms. One such form involves a trade association of a business or industry locating on the College campus, as was the case in Triton's recently completed agreement with the Society of Die Casting Engineers.

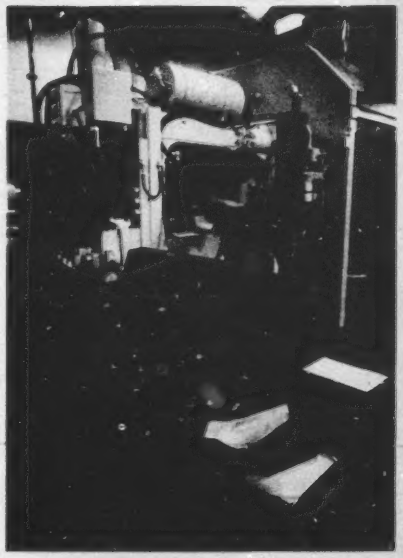
In an age that demands precision, cost control and efficient use of materials, die casting is an optimum process for economical volume production of simple and complex metal components. Triton has begun to work hand in hand with the Society of Die Casting Engineers (SDCE), the professional training arm of this $4 billion per year industry. The cooperative arrangement is beneficial both to the SDCE, which obtains a high quality, centrally located headquarters for training its members, and to Triton, which is now able to offer programs in a key technology that requires equipment the College could not afford by itself.

The SDCE, composed of craftsmen who engineer metal parts for everything from ice cube trays to satellites, now conducts training on production equipment as well as in the classroom. To ensure state-of-the-art training in new methods, the Society of Die Casting Engineers brought approximately $800,000 in machinery and equipment to Triton. Die casting engineers from throughout the United States can now attend Triton to learn the principles of new tool design and the latest methods of moving product designs to final assembly.

The College's die casting training facility is unique in the nation. It successfully demonstrates how education and training can be kept current in an era of rapidly changing high technology. The newly completed facility serves the best interests of the die casting industry, Triton students seeking employment in the industry and the consumers of molded metal products.

General Motors

Another form of cooperative arrangement is a contractual agreement



Triton's partnerships with business and industry have included a new national training headquarters for the Society of Die Casting Engineers on the College campus, complete with approximately $800,000 in equipment (above). Triton has also contracted with General Motors to serve as one of six GM training sites in the U.S. (top of page).

for training, as exemplified by Triton's work with General Motors.

The automotive industry must continually modify its products to meet demands for improved fuel efficiency and environmental safeguards. Product modifications, in turn, require that automotive service personnel update their training continually. Recognizing the ability of community colleges to meet such training needs, General Motors came to Triton. The College now serves as one of six GM training sites in the United States.

GM, as one of the world's leading corporations, does not take its affiliations lightly. Triton's national reputation for technological training was a key element in the establishment of a General Motors training program at the College. Triton has 22,900 square feet of space for automotive training along with the equipment (tools, engines, chassis, hoists, etc.) that is the core of such training. Together, GM and Triton are able to provide a training experience beyond what either could offer alone.

Participants in the two-year program, who ultimately receive both Triton and GM certification, have an alternating schedule of eleven weeks on-campus and eight weeks at dealer sites. In 1983, approximately 20 students selected by regional managers will be the program's first graduates. Subsequently, these students will be employed by the dealers who supported their training.

Joint Sponsorship with the Employee Development Institute

A third form of cooperative arrangement involves designing and conducting "tailor-made" training seminars for a wide variety of businesses in the Chicago area. The Employee Development Institute (EDI) is a Triton operation that works with individuals employed as office personnel or in managerial and other professional capacities. Last year, EDI offered more than 300

Triton's Employee Development Institute offers professional seminars tailored to the specific training needs of businesses and trade associations.

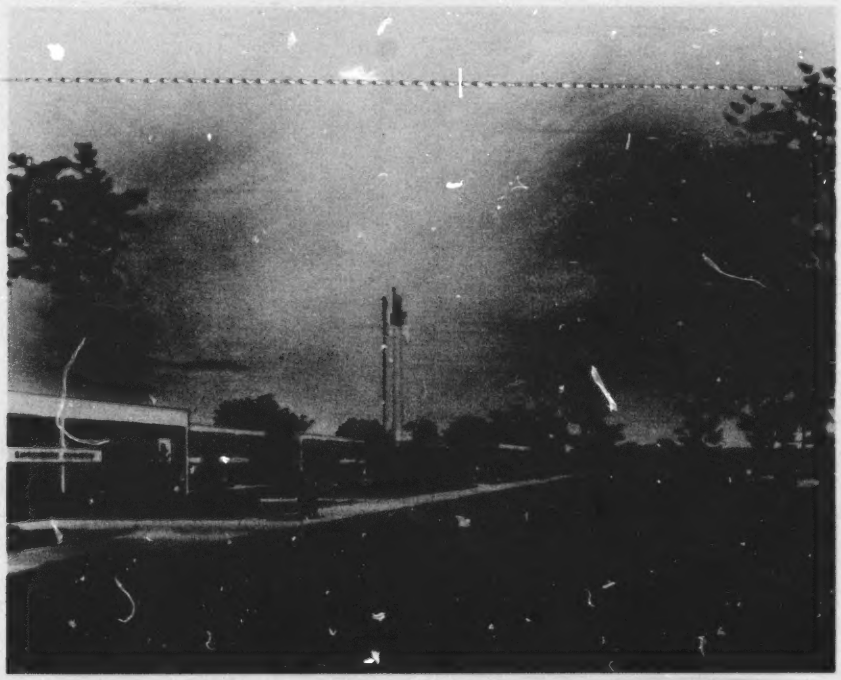
seminars, enrolling approximately 5,000 persons.

Originally, the College took full responsibility for creating, planning and conducting each seminar and for recruiting students from appropriate organizations. In the past year, a new emphasis on joint sponsorship has evolved, resulting in cooperative efforts between business organizations and Triton. The various responsibilities for a seminar project are shared by the College and the business, with each partner carrying out those tasks that it can perform most effectively and economically.

Last year, many organizations participated in joint sponsorships. These included the Chicago Society of Plastic Engineers, the Illinois District Export Council, the Northern Illinois Ready Mix Materials Association, the Builders Association of Chicago (in conjunction with General Contractors of American Foremen) and the Society of Personnel Administrators of Greater Chicago.

Joint sponsorships, like the College's efforts with the SDCE and GM, illustrate the kind of interdependence between education and business that has become increasingly important and promises to grow even more so in the future. Such cooperation is not only economically prudent, but also adds to the potential productivity and quality that both groups can offer.

The concept of an "Avenue of Societies"—a place on the Triton campus where trade and technical associations could locate their training facilities—began taking shape in 1982 with the construction of the Society of Die Casting Engineers' headquarters.



Future Concepts

The "Avenue of Societies" began as a thoughtful vision that took concrete shape with the construction of the Society of Die Casting Engineers' training facility this past year. The SDCE project is the first of several planned training facilities for technical associations. The College is discussing similar cooperative arrangements with a number of other manufacturing and construction firms.

In addition, Triton is exploring the viability of an office building to house service organizations and a conference center for regional workshops and seminars. The College's goal is to provide a total industrial/professional complex serving multi-faceted needs.

New Program Development

To complement its new market initiatives, Triton has developed appropriate products for each market. The College has added and revised programs in the past year to ensure that those who utilize Triton, whether for technical training, university preparation or career development, are provided with an experience that rates high in quality and relevance to contemporary concerns.

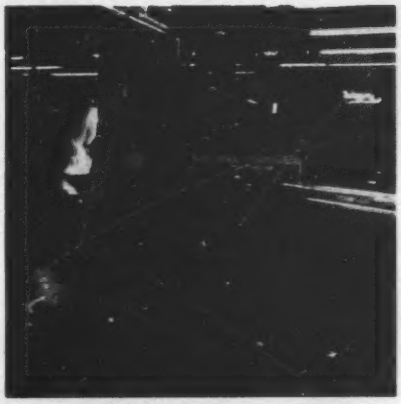
High Technology

It is apparent that the industrial revolution has been followed by an era of technological advancement with social and economic implications of long-term significance. The demands of keeping up with the latest developments in technology are considerable. Triton, in the past year, established a high technology committee to monitor important trends and stimulate appropriate responses within the College. Three particular areas are worthy of note: robotics, laser technology and computer-assisted design.

Robots are currently used in die casting, welding, spray painting and a variety of machine operations. There are now more than 15,000 programmable robots in industrial use in Japan and the United States alone. Robot production is projected to grow at a rate of 35 percent each year, becoming a $5 billion industry by 1990. Robots are seen as a primary means of decreasing cost and increasing production efficiency in the 1980's. Triton has added robotics to its machine tool technology curriculum. The College will now be able to train technicians in the application of robotics to manufacturing and also in the repair and maintenance of the robots themselves. Triton has acquired two robots for instructional use.

Lasers are used for increasingly diverse purposes, including supermarket scanning, fingerprint detection and intricate eye surgery. Triton has developed a full two-year program to help meet the need for qualified laser technicians. The program establishes Triton as a statewide center for laser technology. Students can get hands-on experience on laser units, optical power meters and interferometers. By blending electronics and laser courses, the College has provided a unique curriculum in trouble-shooting and circuitry repair.

High technology has also impacted the traditionally pencil and paper-bound occupation of drafting and engineering design. CAD, an acronym for computer-assisted design, is a procedure that allows more efficient and exact product design. By using CAD, drafters and engineers can design buildings and machine parts in less than one-third of the time required for manual design. Companies, through computer-assisted manufacturing (CAM), can utilize a computer tape generated by an engineer's CAD work to actually machine-produce the designed part. Triton has initiated the development of a complete computer graphics lab consisting of a Tektronix 4662 digital plotter and a Tektronix 4051 terminal. Students now have equipment



To keep pace with technological advances, Triton has added a program to train technicians in the application, repair and maintenance of industrial robots (above). Another new program establishes Triton as a statewide center for laser technology (top of page).

on which to learn both design skills and problem-solving methods.

Renewal for the Eighties

In 1978 the Triton College Board of Trustees established a committee to evaluate all programs at the College to ensure that they had kept pace with the contemporary demands of four-year colleges and universities and of business and industry. The results of the committee's study were positive—the College continues to provide the kind of education and training that allows students to undertake challenging careers and succeed in them. Changes in general education requirements were suggested in some areas in order to update the curriculum for the decade ahead.

Since computer literacy has become an asset to nearly all careers and essential to many, students in Triton degree programs are now required to achieve a basic understanding of the role and function of computers. New courses have been developed to meet this requirement, with different versions of the courses designed to cover computer theory and applications most relevant to specific fields of study

The College, in recognizing the importance of technological awareness for all graduates, did not overlook the development of the individual in terms of social, philosophical and aesthetic values. Students in career and technological programs are now required to complete a course in the humanities in order to graduate. A broad range of courses is being developed in order to provide students with a full opportunity to discover and enjoy all aspects of human endeavor.

A final element of the "Renewal for the Eighties" curriculum revisions helped remove some of the vagueness in general education requirements. Previously, students were allowed to choose virtually any combination of courses within cluster areas such as Humanities or Behavioral Sciences. This sometimes led students to avoid certain subjects (mathematics, for example) altogether. Course requirements within cluster areas are now more specified, ensuring a closer adherence to the ideals of "general" education. The successful implementation of "Renewal for the Eighties" was a key element in the ten-year accreditation awarded Triton by the North Central Association.

Other Program Development

Some programs have been revised so radically that they are, for all intents and purposes, new programs. In the computer area, for example, Triton faculty members are developing microcomputer software for instructional uses. In support of its computer literacy requirement, the College has established a lab area with a bank of Apple microcomputers. Faculty in various departments, including mathematics, engineering and geography, are incorporating microcomputer applications into new and existing courses, providing students with increasingly effective learning tools. The College

Students receive hands-on experience with numerous computer applications, including a bank of Apple microcomputers and phototypesetting equipment (below). A complete computer graphics lab with Tektronix digital plotter and terminal (top of page) exposes students to computer-assisted design.

also has a computer terminal utilized by students in the restaurant management program. More than 1,000 recipes are programmed into this system, allowing students to call up any one of them for the purpose of determining ingredients, quantities required for a given number of dinners and a cost analysis for each product.

The data processing curriculum itself has been substantially upgraded with the addition of new mainframes and peripherals. Students now work with various models and operating systems, including large computers such as the IBM 4331 and the Burroughs 6800 as well as Apple microcomputers.

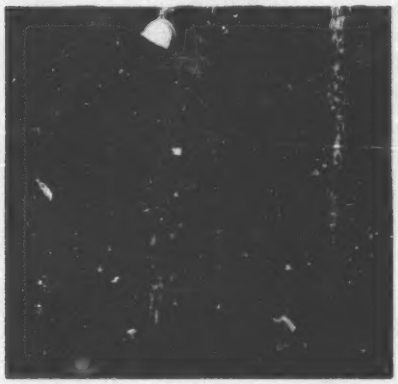
Computerized typesetting and the installation of a second Harris printing press have ensured that Triton's photo offset program will continue as one of the best equipped in the nation. The College's printed products, including this report, are produced from start to finish in Triton's printing plant. The secretarial science program has responded to technological change with the addition of word processing training. The department's word processing laboratory, with its Wang CRT's, is now one of the most fully utilized rooms on campus.

Triton has had a television studio for some time, but in the past year has expanded its capacities with the introduction of cable television equipment and technology. The College already offers a cable TV installation program and has courses for hands-on experience in cable TV writing and production. In the near future, a microwave broadcasting system will be installed on campus to transmit cable television productions. The Triton studio will soon deliver nearly 30 hours a week of College-produced programming to four cooperating cable television companies: Cablevision of Chicago, Continental Cablevision, Cox Cablevision and Metrovision. One notable Triton production is a series of interviews with 12 Chicago media celebrities, including newspaper columnists and TV news anchors.

Triton's TV studio will soon deliver nearly 30 hours a week of cable television programming, including an interview series with Chicago media celebrities such as Bill Kurtis (right).

Other Triton program revisions have been accomplished through unique combinations of existing courses. In today's global society, multinational corporations rely heavily on individuals with the skills to conduct business in a variety of countries. Accordingly, Triton has developed an international business program, matching courses in management and marketing with foreign languages and social studies. Along these same lines, the College has combined courses in communications with behavioral sciences to create a human resources program. This curriculum helps students develop the blend of skills required for work in social service agencies.

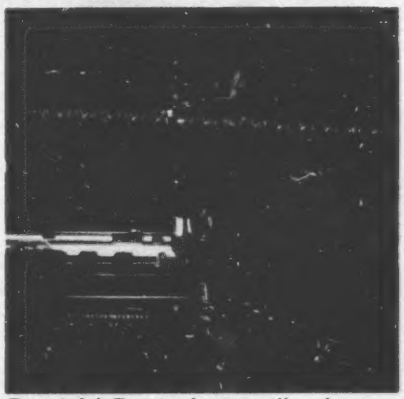
Diversification of Delivery Systems



Sometimes needs can be met without the extensive costs involved in creating a new program. Triton has found, through careful research, that the repackaging of existing programs and the establishment of new ways of delivering those programs goes a long way toward serving previously untapped markets. Many such changes came in response to findings from a community needs assessment survey conducted for Triton by the Gallup Organization in 1980. That survey revealed a need for courses that were shorter in length, offered at different times or in different places or utilized non-classroom modes of instruction.

Short-Term Courses

As a result of the Gallup finding of a need for shorter courses, the College responded with an increased number of "express" course offerings and an expansion of its Job Training Institute (JTI). Express courses allow students to break out of the traditional semester schedule of 18 weeks and complete courses more quickly. The majority of these courses are scheduled six hours a week for nine weeks. There is even an intensive approach to applied psychology that meets for a total of ten days. Last year, more than 3,000 students enrolled in express courses. This type of scheduling provides busier or more ambitious students with an opportunity to take more courses without having to make a time commitment of 18 weeks.



Triton's Job Training Institute offers short-term training for a variety of skilled and semi-skilled jobs, ranging from cable TV installation (top left) to small engine repair (top) to typewriter repair (bottom).

The Job Training Institute is designed to enable the unemployed or underemployed to get back into the work mainstream or to improve their position in that stream. The short-term nature of most JTI programs is critical, as most students enrolled in those programs do not have the luxury of going through an extended training period before securing a job. JTI offers training for a variety of skilled and semi-skilled jobs in programs lasting from four to fifteen weeks. Students can learn everything from lift-truck mechanics to computer operation. The JTI staff also offers placement assistance upon completion of training. A new JTI concept is "Be Your Own Boss"—focusing on enterprising, self-motivated individuals. Students in this area can learn carpet and flooring installation, piano tuning, diesel rig maintenance, drywall installation, lawn and turf maintenance and a variety of other skills. In fiscal year 1981, more than 800 students enrolled in JTI programs.

On-Site Contractual Programs

Triton has learned that it is no longer enough simply to inform business and industry that "we can train your people" and then wait for those people to arrive on campus.

Through its Employee Development Institute (EDI), the College now goes to a business or industry and offers the training at its facility. These on-site programs offer individualized training and can be tailor-made to address specific organizational problems. In terms of cost efficiency, companies are able to save substantial amounts of money by training employees at the workplace, thus avoiding costly release time and travel expense reimbursement.

On-site contractual programs have become an important part of EDI operations, with more than 2,500 individuals enrolled last year. Participating organizations in 1981 included Stanadyne, Quasar, Borg-Warner and Zenith.

The College recently began a "Triton for Training" program, using direct mail and telemarketing to extend EDI programs and on-site contractual arrangements to a greater number of employers.

Cooperative Education

On-site training can bring the classroom to the workplace, but how can a college bring the workplace to the classroom? Students express, and colleges recognize, the need to make traditional classroom studies more relevant to the world of work. To answer this need, Triton has placed increased emphasis on the coop-

More than 2,500 individuals received training at their work sites last year through Triton's Employee Development Institute.

erative education program. This program allows students the opportunity to get on-the-job experience in an area related to their major field of study. Cooperative education offers classroom-related work experience for those curriculums not already having internships, practicums or apprenticeship training.

In addition to the cooperative education program, the College also has a work-study component in its Inter-Visions program. Inter-Visions is designed as an interdisciplinary approach through which liberal arts students explore various fields they might wish to study. The work-study aspect of Inter-Visions allows students to work in several career areas during their first year at Triton. This plan helps young students choose the most appropriate career paths to pursue and allows them to earn college credits for their work experience.

Media Courses

The 1980 Gallup survey revealed that community residents had a very high regard for Triton and its programs. At the same time, many residents preferred not to travel to the campus for classes. There were many reasons for this: family responsibilities, distance from the College, lack of confidence and so on. For Triton, the challenge was to serve these people away from the traditional campus setting. One solution was the development of media courses. Triton's media courses allow students to have extensive control over their own schedules while earning full college credit. Courses are presented in a variety of ways, including television (channels 11 and 44), video cassettes (at Triton and several local public libraries), radio (WRRG—89FM), and newspaper (*Chicago Tribune*). An initial orientation session is provided on-campus and is taped for those who wish to view it at a different time. The College makes available a media course "hotline" for students needing information and assistance, and assigns instructors to help students who encounter any study problems or need individualized help in their course. More than 1,000 students have enrolled in Spring 1982 media courses.

Flexibility

Media courses are one example of the kind of flexibility Triton now builds into its scheduling. In the past two years a variety of other initiatives have been carried out to increase access to educational opportunities for those whose responsibilities or preferences ruled out the traditional schedule. Perhaps the most dramatic of these initiatives was "Midnight College," which drew coast-to-coast media attention during 1981.

"Midnight College" was established to meet the needs of second shift workers and to increase the efficiency of the College's computer facilities. Classes meet from midnight until 4 a.m. Although it was originally created as a means of offering computer operator courses, "Midnight College" has subsequently scheduled classes in building maintenance, diesel rig mechanics, machine tool operation and maintenance welding.

Triton also has instituted, in the past two years, courses with variable entry and exit dates. These courses allow students to begin classes throughout the year and proceed at their own pace through completion. Such courses serve as a good vehicle for students who need more time to absorb subject matter as well as for those who like to work at a fast pace. The most successful variable entry/exit courses are independent mathematics study, with more than 1,000 students enrolled each semester, and word processing, enrolling more than 250 students a semester.

The College's most ambitious move to increase flexibility came with the 1981 summer session. The Triton staff had observed that the College's total enrollment in summer placed it fifth or sixth in the state; this was in contrast to a rank of first or second for the rest of the year. Reviewing the Gallup data, the College concluded that its single-session summer schedule did not provide

For individuals who prefer not to travel to campus for classes, Triton offers courses by television (opposite page), radio and newspaper. Off-campus learning also takes place at a network of extension centers, such as a shopping mall (above), site of an early morning exercise class.

enough options for the varied markets interested in earning credits during the summer. As a result, Triton carefully designed and promoted a schedule with three sessions: two independent five-week terms and an overlapping eight-week term. This strategy proved very successful, with enrollment increasing by 30 percent over the prior year and the College's rank for summer enrollment rising to third in the state. The entire session was carefully evaluated, with more than 1,000 students completing surveys at the beginning and end of the term. These evaluations allowed the College to determine what refinements are needed to ensure the best possible schedule for future summers.

Extension Centers

Flexibility is a common theme for both media courses and the summer session. Media courses share another important theme—off-campus learning—with Triton's network of extension centers. Nearly one-third of Triton's total enrollment is situated off-campus. Most of these students are part-time, accounting for 8 percent of the institution's total credit hours. The extension centers help make college an extremely convenient and less intimidating experience for many adults. Through the "Triton in Your Neighborhood" concept, adults take classes and participate in recreational activities at local high schools, churches, libraries, park district facilities and even a shopping mall.

While most of the extension center offerings are in the area of continuing education, university transfer and career education courses are also represented. In Fall 1981, more than 7,800 students, approximately 30 percent of Triton's total enrollment, were taking classes at off-campus locations. The College's strong and unique cooperative arrangements with all local high schools are particularly essential in providing a high level of access to educational opportunities.

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Serving Special Markets

One of the greatest challenges for organizations involved in serving a variety of constituencies is to be attentive to the unique needs of each group or subgroup, without losing an overall cohesion. Triton has designed programs that allow it to work as effectively with honor students, for example, as it does with students who require developmental education to prepare for higher-level courses. As a result, the College accommodates students of widely divergent backgrounds, who give the campus an atmosphere of freshness and reality.

Hispanic Community

The Hispanic population currently represents one of the fastest growing ethnic groups in the United States. Triton's district shares in this general phenomenon. The Melrose Park Hispanic population, currently 14 percent, is growing each year as Cuban refugees, South Americans and Puerto Ricans come to the United States seeking opportunities previously unavailable to them. In response to the needs of this important group, the College in 1981 converted a former bank building in downtown Melrose Park into Nuevos Horizontes (New Horizons), a learning site for the Hispanic community. Enrollment in classes at Nuevos Horizontes has already surpassed 600 students, with a total of more than 1,000 projected in the near future.

The College converted a former bank building into Nuevos Horizontes, an educational center for the Hispanic community offering courses in English, basic math and reading skills and leisure activities. Job training and child care services are also available.

The courses offered at Nuevos Horizontes are tailored to meet the needs of the Hispanic population. The College recognizes that unemployment and lack of assimilation into the community are two of the major problems faced by this group. Accordingly, the focus of Nuevos Horizontes is on courses such as English as a Second Language, as well as on short-term job training for nursing assistants, typewriter repairers, banking clerks and other positions. A tangential goal of the project is to provide students at Nuevos Horizontes with a successful academic experience so that they can enter the Triton campus mainstream with less anxiety. For those who have not yet obtained their high school diplomas, there are basic skills classes in math, reading and writing to prepare them for the GED examination.

While parents are learning, the staff at Nuevos Horizontes provides child care for younger children and tutoring for older ones. The Center strives to be a social as well as an educational outlet, with leisure courses in guitar, karate, flower arranging and many other areas. Because of this family orientation and wide range of activities, Nuevos Horizontes is rapidly becoming a favorite place for Spanish-speaking people from throughout the district to visit, a place where personal growth is encouraged and cultural traditions are respected.

Adults

The most significant demographic trend impacting on colleges and universities is the aging of the population as a whole. This "graying of America" is drawing unparalleled attention from sociologists, demo-

graphers, marketers and political analysts. Its effects are expected to be profound, with higher education one of many industries that will have to make major adjustments in order to keep pace with the changing shape of its market.

Triton has a head start in meeting the challenges of serving an older student body. Like many community colleges, Triton has an extensive continuing education program geared primarily to those adults beyond the traditional college ages of 18 to 22. However, the College does not view its continuing education program and its many services to the adult population as somehow less important than its university transfer or career training programs. Rather, Triton devotes extensive resources and facilities to making sure that these students have the best possible environment in which to pursue their diverse goals.

Relying on both census data and its own Gallup survey, Triton recognized that its district was especially affected by those forces that were changing the fabric of society as a whole. Throughout the district, declining birthrates and decreasing numbers of new families with children established a trend toward a growing population of older singles and couples with "empty nests." The College has responded with a variety of programs and services that recognize the continuing educational, social and recreational needs of all persons, whether they be 20 years old or 80 years old. The concept of lifelong learning is a reality at Triton, where the average age of the student body is now more than 30, and fully 58 percent of those attending the College are 25 years of age or older.

Many adults return to school for college-level programs in the university transfer or career areas. The College's Adult Re-Entry Program provides support services for these individuals, including counselors who help define goals, explain procedures and assist in the scheduling process. Last year more than 500 students took advantage of Adult Re-Entry services.

For those who wish to make up for important educational opportunities missed earlier in life, Triton offers an extensive program in adult basic education. Enrollment in the College's adult basic education courses has grown from 3,487 in 1979 to 6,238 in 1981. This program includes GED preparation, developmental courses in math and English, as well as classes in English as a Second Language. Because of this program, individuals once fearful of returning to school have been able to come back and turn hopes and dreams into tangible realities. The GED graduation ceremony, held each year and attended mainly by mature adults, is a moving experience.

Triton recently opened a center for older adults. This facility, located in the new Robert M. Collins Center on the Triton campus, provides a setting for cultural activities and classes in physical fitness, pre-retirement planning, social dance and special health problems such as diabetes and arthritis. The College also has formed an Active Retired Citizens Club whose 500 members range in age from 55 to 102.

A new center for older adults provides a variety of programs to meet educational, social, cultural and recreational needs.

Honors/Developmental Education

The tremendous age variance among Triton students is just one factor that demands a full range of programs from the College. The range of academic ability and preparedness found in those who attend the College also calls for flexibility in designing and implementing appropriate programs. As an "open-door" educational institution, Triton does not define the academic level of its student body through its admissions policies. As a result, the College offers programs tailored to the academically gifted, as well as programs for those needing additional work before undertaking college-level studies.

The President's Scholar Program offers accelerated courses in many major subject areas to challenge and extend accomplished students, recognizing that attrition can occur just as easily with under-stimulated students of high ability as with over-taxed students of lesser ability. A recently approved series of "Trustee Scholarships" for academically talented high school graduates should ensure that Triton will continue to draw a good share of students in the top ranks of their classes.

Triton's developmental education program enjoys a national reputation for its design, structure and breadth of service. Largely due to the fine faculty and staff in the developmental area, the College has been able to maintain an overall retention rate significantly above the national average for major community colleges. The main focus of the program is to provide courses in math and English that will prepare students for success in the higher-level math, composition and technical courses that will be required of them in their major. Within the College's Learning Assistance Center, tutoring and other one-to-one help is also provided, allowing each student a maximum opportunity to achieve his or her educational goals. The ultimate objective of developmental education is to recognize the needs of all students—and help them get the most out of themselves.

The College's Learning Assistance Center provides help in basic math and English, interpreters for the hearing impaired (below) and tutoring in specific subject areas. For the academically gifted, Triton offers the President's Scholar Program (top of page), with accelerated courses, independent study opportunities and close student/faculty interaction.

Nursing and Allied Health

The Chicago metropolitan area represents one of the major medical centers in the world. There are literally hundreds of health-care facilities and many thousands of professionals in various health fields. Rapid advancements in medical research and technology and the critical value placed on expert care have led to a strong demand for the training and especially the retraining, of nursing and allied health personnel. Triton trains more allied health and nursing professionals and para-professionals than any other educational institution in Illinois. The College is allied with the Illinois Department of Public Health, the Northern Illinois Chapter of Neurological Nurses and 19 other similar specialty groups. Programs in nursing and allied health range in length from four weeks to two-and-a-half years, depending on the specialty. Students are trained as nurses, nursing assistants, surgical technicians, electrocardiograph operators and recreational therapists, as well as in many other health-related areas. The newest program, added last year, is in ophthalmic technology. This disci-

pline prepares students for careers in assisting ophthalmologists.

In the past two years, Triton has increased its services in the area of continuing education for health professionals considerably, with more than 7,000 individuals participating in College offerings in 1981-82. More than 100 courses and 150 seminars took place during the year. In a new and creative approach, Triton has begun to present interdisciplinary programming that brings, for example, the physician, nurse, respiratory therapist, dietician and physical therapist to the same educational setting. Although these groups work together, they normally learn apart, so the educational process is enhanced when they are encouraged to interact for the purpose of discovery and problem-solving.

Leisure and Recreation

Physical fitness has become far more than the goal of a dedicated minority or a fad destined to come and go. Increasingly, fitness is seen as a requisite condition in the search for physical and emotional well-being. Moreover, social and demographic trends suggest that the value placed on exercise and recreational pursuits is likely to continue to increase, at least in the foreseeable future. Colleges and universities have always been in a good position to respond to demands for such ac-

Triton trains more allied health and nursing professionals and para-professionals than any other educational institution in Illinois.

A weight training room and physical assessment lab are part of the newly completed physical fitness complex designed to serve community residents, as well as Triton students and staff.

tivities, since they normally have extensive facilities (gyms, tracks, fields, pools, etc.) and equipment already available. Despite these resources, the "health club" has emerged as a separate and highly profitable industry, leaving colleges to struggle with severe under-utilization of their own physical education facilities.

In 1981 Triton completed, within its new Robert M. Collins Center, an array of physical fitness facilities designed not only to fulfill the needs of students and staff of the College, but to also provide a range of activities for all community residents. Included as part of Triton's complex is a fitness lab with treadmill and EKG, as well as additional equipment for flexibility testing and measurement of other important variables such as body fat and oxygen displacement during exercise. At the conclusion of a session in Triton's fitness lab, an individual is provided with a complete assessment of his or her exercise tolerance along with a prescribed program for reaching the ideal body weight and heart rate.

The College's physical fitness facilities now include both indoor and outdoor running tracks, gymnasium, weight room, special locker rooms, an Astroturf football and soccer field, two natural turf baseball diamonds and six lighted professional tennis courts.

Streamlined Operations

Few aspects of organizational effectiveness are as critically underrated as operational efficiency. In the past two years, Triton has reviewed several vital areas in order to respond to the need for higher quality and more efficient service to the community. The College has recognized that sometimes it is only an adjustment that is required, while other times more fundamental changes are in order.

College Service Center

One area to receive extensive review was Triton's on-campus information and registration service. The College examined its own operations and those of several other educational institutions in an attempt to identify an efficient system capable of handling high volume with the greatest convenience to consumers and the lowest possible staffing requirements. Triton felt that its current information and registration system, while generally effective, was below the optimal level of service the College wanted to offer. In addition, increasing numbers of part-time students, representing less per-capita revenue, influenced the desire to find a more cost effective service model.

After thoroughly defining what it wanted, the College learned that the best models were to be found outside of education. The closest parallel was found in the telephone reservation system used by major airline companies. Visits to the Eastern Airlines reservation center in Northbrook, Illinois, helped develop a specific strategy for many aspects of the project, termed the "College Service Center" (CSC). This project represents a fundamental change in Triton's way of doing business, with a primary thrust of fast and effective telephone service. New staff positions are being created, old positions redefined, computer terminals shifted and centralized, and software programs written and enhanced to support the CSC. To facilitate operations, the College's entire telephone system is undergoing improvements to place it on a par with industry models. These improvements will increase quality control, permitting the College to keep track of the number of calls at each station and the speed with which each call is handled.

Eventually, Triton hopes to register one-half of its student body, especially part-time enrollees, by telephone, with the process averaging five minutes or less. This would stand in sharp contrast to the current procedure in which some students register very quickly, while others must sometimes wait more than an hour before their class selections are confirmed. Other ultimate goals of the CSC are to provide automated access, with document follow-up, to degree audits, grade transcripts, seating for special events, waiting lists for filled classes and appointment scheduling with advisors and counselors. The CSC will undergo a pilot run in Summer 1982, with full implementation scheduled for 1983.

Modeled after airline reservation systems, the College Service Center will allow students to obtain information and register for classes conveniently by phone.

North Riverside Park Shopping Mall Kiosk

The 1980 Gallup survey revealed high visibility for Triton throughout the district. Interestingly though, the southern area of the district had a disproportionately large group of people (23 percent) who answered "don't know" when asked to rate

the College. Roughly stated, it wasn't that they didn't like Triton; they simply didn't know the College well enough to offer a rating.

The College had known that enrollment from the southern area had lagged slightly behind the rest of the district; now there was an indication that the gap was primarily an awareness problem, rather than an image problem. It was felt that distance from campus (the southern area is the furthest away) had much to do with this lack of awareness. As part of an overall strategy to increase awareness, Triton negotiated successfully to establish a kiosk in the North Riverside Park mall, a shopping center located in the southern portion of the district.

The kiosk serves two main functions: Those visiting it can not only receive information regarding nearly any aspect of the College, but can also register for classes. The kiosk design successfully integrates the service and information goals of Triton with the commercial setting of a shopping center, winning a national award for architectural design in 1981.

Triton was especially concerned that the public might view a college's presence in a shopping mall as inappropriate. To that end, a survey of mall shoppers completed in 1981 revealed that 96 percent of those polled believed that "...it is appropriate for a college to have a registration booth in a shopping mall." An additional benefit to Triton is that market share from the southern area has, since the opening of the kiosk, increased at a faster rate than that of the district as a whole.

The Triton kiosk in the North Riverside Park shopping mall brings the College closer to residents in the southern portion of the district. Visitors can obtain information about College programs and register for classes here.

Burger King

It is sometimes tempting for large and successful organizations to attempt to accomplish all goals using internal resources, particularly in terms of management and other personnel. In the past two years, Triton has acquired an increased understanding of when to do a job itself and when to look elsewhere for needed expertise. The community needs assessment conducted for Triton by the Gallup Organization and referred to throughout this report, is one example of the latter course. Another example came in the past year, as the College faced a growing need for improvement in a

major area of its diverse food service operations.

Triton has multiple eating facilities: a faculty/staff dining room operated by students in the restaurant training program, a cafeteria open to both staff and students and a large "fast food" area that is used primarily by students and is intended to handle high volume. This last area had always been troublesome for the College. The challenge of balancing goals of good food, low cost and efficient service eluded Triton's best efforts. By the middle of 1981, the College realized that a truly experienced and professional approach was required in order to run the fast food operation effectively. Accordingly, negotiations were initiated with several interested franchise operations. Because such a venture represented an unprecedented arrangement for both the educational institution and the franchiser, there were no hard and fast rules as to how the agreement should be structured. In the end, a lease arrangement with Burger King was reached. Students now can count on the kind of quality and consistency in both food and service that a national operation like Burger King can provide. The College plans to take advantage of its relationship with Burger King to incorporate fast food training into its existing restaurant management program.

Staff Development

With a total staff numbering more than 2,000 persons, Triton represents a major employer in western Cook County. Like most employers, the College is vitally concerned with the effectiveness and efficiency of its employees. As an educational institution, Triton has the built-in asset of being able to provide training of various kinds for virtually all of its employees at a low cost to the College. Generally, such training focuses on topics like communication skills, time management, clerical methods and so on. But the College also provides opportunities for staff recreation activities, recognizing the contribution these can make to employee morale and productivity.

A lease arrangement with Burger King has enabled the College to upgrade its "fast food" service for students. The facility will also permit fast food training to be incorporated into Triton's restaurant management program.

Triton's part-time faculty represents nearly half of the College's total employment force. In the past year, significant strides have been taken to improve development opportunities for this group in particular. Because part-time instructors generally teach just one course each semester and have their primary employment elsewhere, their sense of affiliation with the College has tended to be rather low. Under the full-time leadership of an assistant dean, these instructors are now increasingly incorporated into the Triton community. The College has instituted a variety of development opportunities for part-time faculty: orientation sessions, handbooks, workshops, newsletters and seminar/dinner combinations. These approaches have proven so successful that this area was cited as particularly outstanding by evaluative teams in recent accreditation visits.

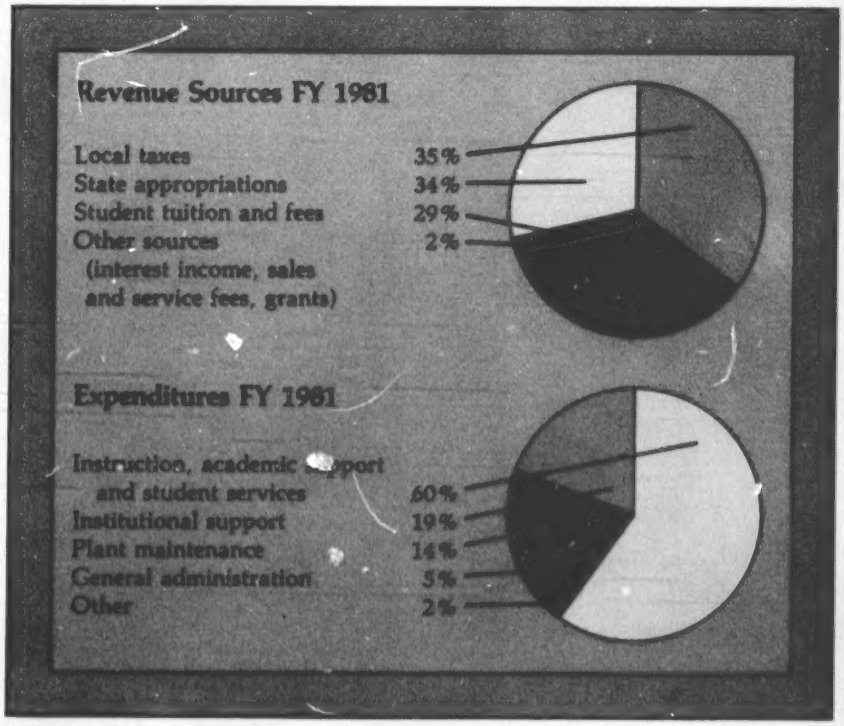
Financial Operation

Some would imagine that the "bottom line" is not a reality for non-profit organizations. Nothing could be further from the truth. There is only this difference: for education, as for government, the primary goal is a budget that is balanced. Triton has established a solid record of fiscal stability while maintaining an aggressive program of service and development, despite facing the same challenges of costs, competition and changes in the marketplace that have overcome so many other organizations.

Financial Condition and Results of Operation

Funding for state colleges is a complex process that involves dependency on outside agencies such as federal, state and local governments and corporate entities. State apportionments, federal grants and real estate taxes fluctuate from year to year, making planning for the future a difficult task. In recent years neither property taxes nor assessed valuation have increased appreciably within the Triton district. The state of Illinois seems to be unable to provide support at a level to keep pace with rising costs. A third major source of revenue, the federal government, has made severe cutbacks, with more promised, in its support of higher education through federal financial aid to students. On the expenditure side, the College has had to contend with inflation and substantial increases in utility costs. Balancing an institutional budget in this environment is a special challenge that can be accomplished only through continuous revenue-generating ventures that offset rising costs. Astute financial planning and management are necessary for a successful operation.

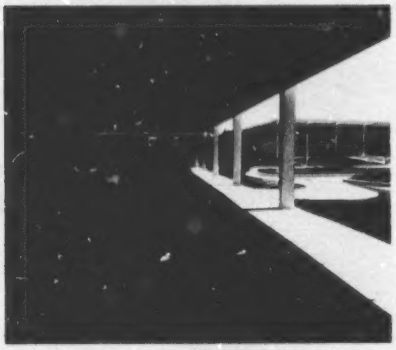
In the past two years, the College has maintained a condition of overall financial stability with a balanced budget, relatively low bonded indebtedness and a unit cost of instruction on a par with Illinois community colleges of comparable size. The fiscal year 1981 budget of $23.5 million (the FY 1971 budget was just $7 million) reflects the revenues and expenditures shown below:



TRITON COLLEGE (ILLINOIS JUNIOR COLLEGE DISTRICT 504)
COMBINING BALANCE SHEET—GENERAL
JUNE 30, 1981

Assets	Education	Building	Working Cash	Totals June 30, 1981	Totals June 30, 1980
Cash	$ 453,966	$ 99,929	$ 9,452	$ 563,347	$ 556,217
Investments, at cost	2,972,663	525,274		3,497,937	2,105,699
Receivables (net of allowance for uncollectibles)					
Taxes	3,666,237	891,005		4,557,242	3,596,867
Taxes—delinquent	81,602	6,586		88,188	185,872
Other	96,916	1,014		97,930	51,029
Due from other funds	2,816,855	424,808	7,485,564	10,727,227	10,241,062
Due from other governments	297,063	41,250		338,313	2,056,024
Prepaid expenses	134,641	75		134,716	166,914
Total Assets	$10,519,943	$1,989,941	$7,495,016	$20,004,900	$18,959,684
Liabilities and Fund Balances					
Liabilities:					
Vouchers payable	$ 274,666	$ 85,442	—	$ 360,108	$ 421,144
Accrued liabilities	322,715			322,715	351,567
Due to other funds	8,064,977	74,510		8,139,487	7,241,083
Deferred revenue	553,465			553,465	458,071
Total Liabilities	9,215,823	159,952	—	9,375,775	8,471,865
Fund Balances:					
Reserved for encumbrances	222,689	18,326	—	241,015	359,348
Unreserved	1,081,431	1,811,663	7,495,016	10,388,110	10,128,471
Total Fund Balances	1,304,120	1,829,989	7,495,016	10,629,125	10,487,819
Total Liabilities and Fund Balances	$10,519,943	$1,989,941	$7,495,016	$20,004,900	$18,959,684

Looking Ahead: Strategic Planning for the Future



The obstacles that Triton has successfully negotiated in the past two years show little likelihood of disappearing. Demographic change, fiscal complications and technological evolution all promise to present even stiffer challenges in the years ahead. The College has demonstrated the capability of meeting such challenges as they have arisen in the past; its ability to continue to position itself strategically is sure to be tested severely in the near future.

Demographic Trends

The key demographic shift facing Triton College over the next decade is a projected 45 percent decline in the available pool of in-district high school graduates. The impact of such a decline is made clearer when viewed in terms of market share. Triton's Office of Research and Analysis has projected that, by 1992, the College will need to increase its market share of in-district high school graduates by nearly 80 percent, just to attract the same number of graduates as in 1981. A recent study conducted jointly by the research staff and the University Transfer School indicates that if the high school market share is not increased, the College will face a loss of more than $1 million in revenue from tuition, fees and state funding over the next decade. Such a loss could threaten the ability of the College to maintain its current comprehensive range of programs and services.

At the same time that the traditional college-age market is shrinking, older groups, notably the "baby-boom" generation of the 1950s, will dominate the overall population distribution. While community colleges in general, and Triton in particular, have been extremely successful in attracting and serving students aged 25 and older, another demographic reality makes simple substitution of one market for another unsatisfactory. The difficulty is that older students typically generate markedly less revenue, per capita, than do their younger counterparts. Older students generally work full-time and have family responsibilities; there simply isn't enough time for them to attend school on a full-time basis, as younger students commonly do. Thus, a college may find itself in a position where the marginal cost of additional students exceeds the marginal revenues generated by their enrollment.

As the traditional college-age market shrinks, Triton faces the challenge of attracting and serving students who are 25 and older.

Many colleges, surprised by the strength of enrollments to date, have considered limiting admissions due to revenue shortcomings of various kinds. Triton's response has been to attempt to increase its market share of traditional college-age students, while diversifying its program offerings to appeal to new markets. By serving as large and diverse a market base as possible, Triton expects that, if losses do occur, the College will be fairly well buffered against them.

Revenue Sources

While changing demographics affect Triton's revenue picture, political and economic factors also

impact on the College's future fiscal condition.

State Appropriations

The state of Illinois shares with most of its Frost Belt counterparts extremly tight fiscal conditions. The extent to which the state can meet its many commitments has become increasingly problematic. Community college funding in Illinois is based on enrollment data that lags two years behind the actual operating year. That is, Triton College, in fiscal year 1983, will receive state appropriations based upon its FY 1981 enrollments. While such a procedure can benefit the budget process (colleges know in advance how much money they will receive), it also can act as a disincentive to colleges contemplating any increases in their level of service to district residents. Why should a college take on additional enrollments when state revenue for those enrollments will not be fully received for two years, if then? It is distinctly possible that the state will be unable to provide increases in revenue that match enrollment increases occurring two years prior. In fact, state budget proposals for actual decreases in dollars available to community colleges, despite their increasing enrollment and rising inflation, completely undermine the benefits of the current funding formula.

There are additional weaknesses in the funding formula, particularly in its failure to recognize capital needs for equipment and repair.

Needless to say, Triton is wary of Illinois' willingness and ability to continue to function in the years ahead as the steady and dependable revenue source it has been in the past. The fiscal conditions of the state will have an inevitable ripple effect on the College, whether for better or worse. The past has been good; the future looks less rosy.

Local Property Taxes

The Triton district is fully built; there is virtually no space in the district to absorb extensive future real estate development. This is in sharp contrast to the collar counties of Chicago, where property tax bases are still rapidly expanding. The College faces a fairly unalterable obstacle to future tax revenues; it is, in a sense, land locked. There are two other clear ways in which property tax revenues could grow substantially: (1) rapid increases in property values or (2) referendums to increase the tax rate paid to the College. Neither of these options is particularly promising at this time. Real estate values are basically flat (or declining, in real dollars), with some analysts predicting that property will never again appreciate as it has in the past two decades. Nor does any strategy to raise property taxes seem destined for success.

The Triton district is fully built, making substantial growth in property tax revenues extremely unlikely.

Federal and State Financial Aid

This is an indirect revenue source in that it is not paid directly to educational institutions, but rather is distributed through each institution to its students. In this sense, financial aid is a kind of tuition subsidy.

The clear direction of federal policy in the past year has been away from such subsidies, and it is unlikely that this direction will change in the near future.

Tuition and Fees

Triton has managed to exercise considerable restraint in raising tuition and fees. This reflects the College's commitment to making educational opportunities as accessible as possible to those it serves. Triton has typically undertaken painful budget-cutting measures before raising tuition. In this way, good relations with student groups

have been maintained, and any increases imposed have met with little opposition.

In the future, however, Triton's pricing policies may be seriously challenged. More and more colleges and universities are passing on an increasing share of the cost of education to students and their families. Those with less ability to pay may be pushed out of the educational market altogether. It is the intent of Triton College to maintain, insofar as possible, the ideals on which community colleges were founded: educational opportunity for all, at a reasonable cost.

Technological Change

Daniel Bell has called it "post-industrial society"; Zbigniew Brzezinski, the "technetronic age"; and Alvin Toffler, "the third wave." Each of these writers is referring to a vision of the future in which technology, rather than industry, is the molding force. The differences between the forces of industry and of technology can be as dramatic as the contrast between vacuum tubes and silicon chips, between mechanics and electronics, between an assembly line worker and a robot. Perhaps nothing is so pervasive in technology as the notion of change. Nowhere is this more true than in the field of electronics and information processing, upon which so many other fields now depend.

Dramatic technological advances demand sophisticated training programs. Triton must meet the high cost of keeping its programs current as it strives to maintain a leadership role in state-of-the-art training.

Triton is well prepared to adapt to technological change. One of the College's greatest strengths is its ability to anticipate and respond to the demands of progress. Recent developments at Triton in areas such as robotics, lasers and CAD/CAM are certain to be followed by a variety of other state-of-the-art programs in the years ahead. Where justified, Triton will be a leader in providing the kind of training needed to support new technologies and the organizations that utilize these technologies. The College's continuing challenge will be to meet the high cost of keeping its programs current.

Economic Development

Institutions face a variety of possible responses to the forces of change described in this report. In terms of growth, some may expand and some may retrench, while most will simply attempt to maintain current resources. Triton's concern, however, is more with what it will be doing than with how big it will be. The College expects the focus of educational activity to continue to shift, probably at an increasingly rapid pace.

In the past, colleges and universities have been somewhat passive in terms of working with business and industry to establish the most effective training programs. This is beginning to change. Educational institutions now aggressively seek linkages with business organizations in such forms as research funding, capital development and training contracts.

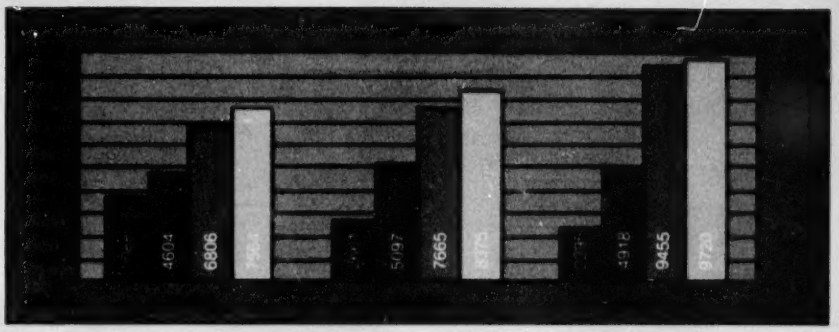
Triton's own position vis à vis business and industry is to serve as a key facilitator of economic development. To that end, it has allied itself with the state's "Illinois, Inc." campaign, which is designed to attract new business to the state.

The campaign, which has received full support from the Governor, as well as significant funding, relies in large part on the exceptional track record of the state's community colleges for providing effective training programs.

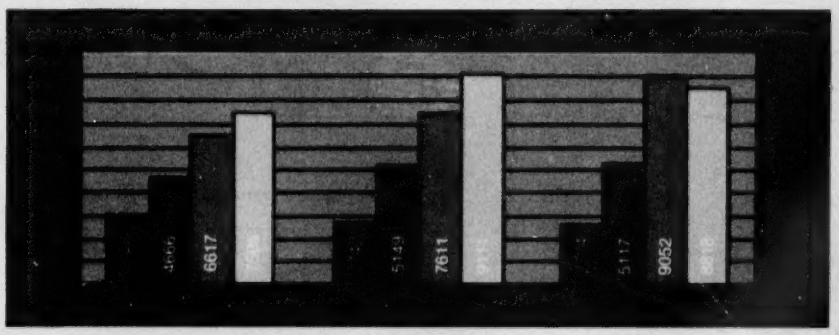
Triton intends to join with the state in establishing an environment attractive to business and industry and to continue its recent efforts to initiate unique and mutually beneficial training arrangements.

Statistical Profile

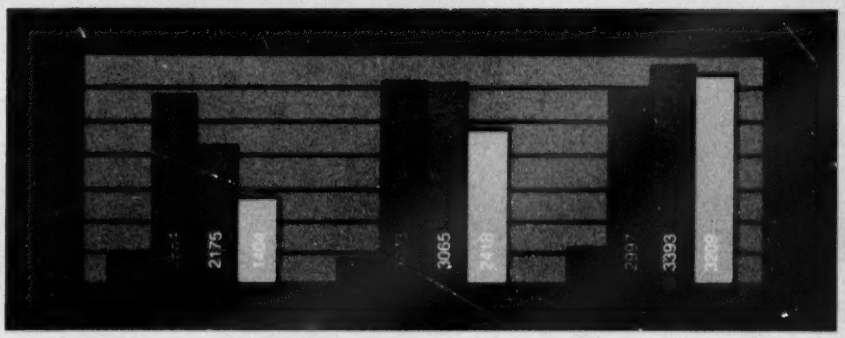
Fall Enrollment Summary



Spring Enrollment Summary

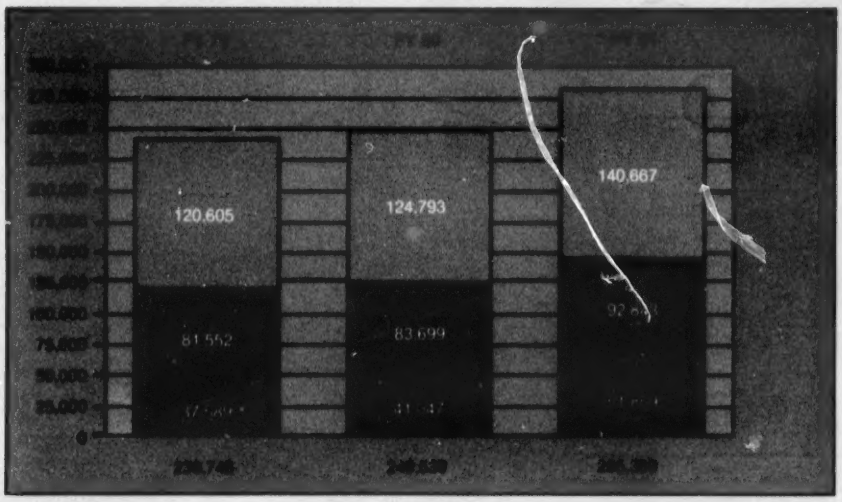


Summer Enrollment Summary

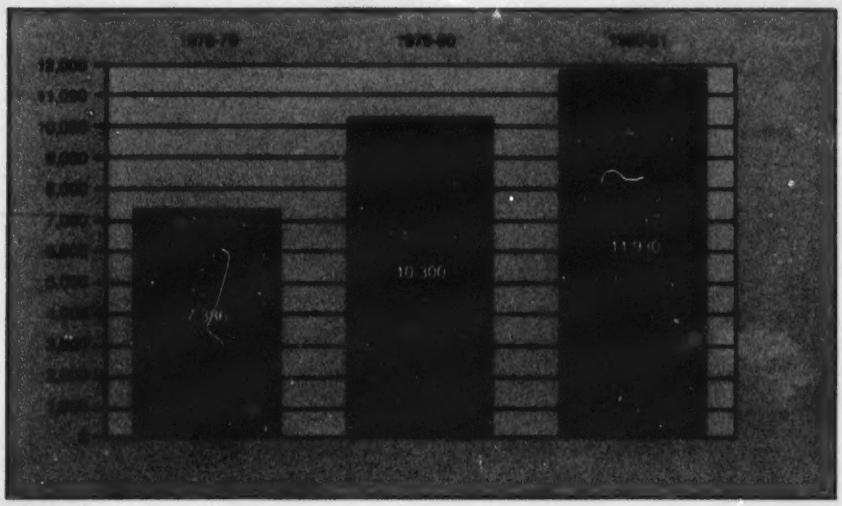


Credit Hour Production by Course Area

- University Transfer
- Career Education
- Cont. Ed.

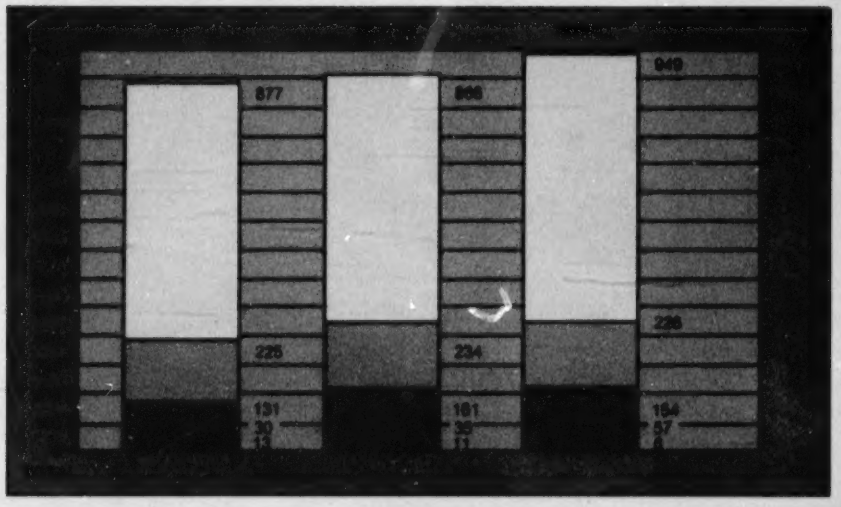


Workshop and Seminar Attendance

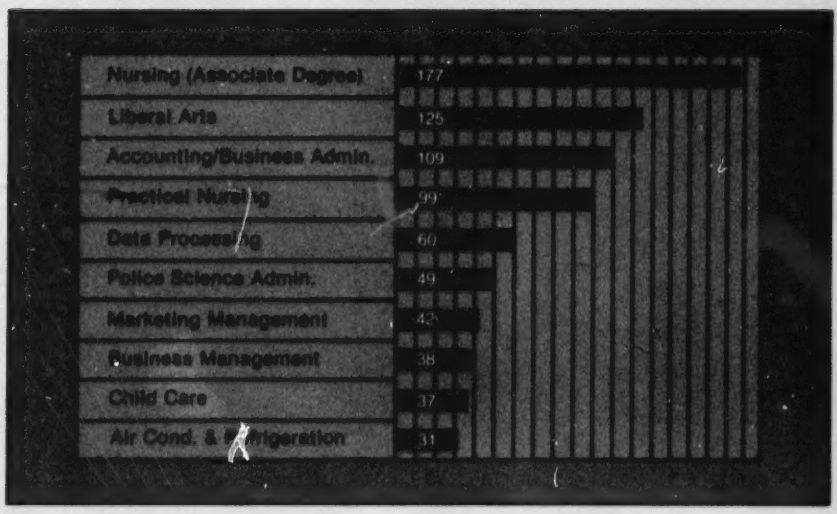


Graduates

- Assoc. in Science
- Certificate
- Assoc. in Arts
- Basic Certificate
- Assoc. in Liberal Studies



1980 - 1981 Graduates
Top Ten Curriculums



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